



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

II. Popularizing German Instruction in Indiana.

Nothing is more indicative of the universal demand for greater efficiency and economy in our educational system than the well developed and largely attended summer schools at so many of our leading American universities. At Indiana University, where the quarter system prevails, the summer school is in great favor, each department offers special attractions, and many a teacher finds it both agreeable and profitable to make the summer session a part of his summer's outing.

This summer German was about the most popular university activity, if enthusiasm and interest are any criterion. Aside from the regular university work in German conducted by five members of the department staff, one heard on every hand of German normal and practice classes, of a German Kindergarten, of a "Deutsches Haus," "Sommerverein," German lectures and concerts. This unusual activity did not all emanate from Indiana University itself, but was made possible by outside aid and co-operation of the most energetic sort, as will be seen presently.

Some years ago the various German societies of Indiana formed a state organization known as the "Staatsverband Deutscher Vereine von Indiana." It is the purpose of this society to preserve and foster all the best elements of German culture, especially among the coming generation. To the attaining of this end a thorough mastery of the German language and institutions is a prime essential. Realizing the need of more efficient teachers and instruction in German, this German State Alliance in its annual convention last fall voted a scholarship of \$250 for some male student from Indiana at the German-American Teachers' Seminary at Milwaukee. At the same time a committee on education was appointed.

The chairman of this new committee, Professor J. H. Henke, supervisor of German at Evansville, was quick to see that such a scholarship would be extremely limited in the results accomplished, but at first he knew nothing better to suggest. One day, however, as he sat in his study deeply absorbed with the problem of better German instruction, there flashed across his mind a solution, which seemed nothing short of an inspiration. "Why send one pupil to the Seminary and then wait three years for results in but one city of the state?" he asked himself. "Why not create an auxiliary summer school for German teachers at Indiana University in which there will be ample time to set forth in detail and to demonstrate by practice classes the very best methods of teaching German to every teacher in the state, live and progressive enough to take advantage of such an opportunity?"

At the first regular meeting of the committee on education, Chairman Henke set forth his views with such convincing power that they met with hearty approval. The executive council of the Alliance took the authority to divert the \$250 intended for a scholarship to the execution of this plan, and through the most active co-operation of Professor B. J. Vos, head of the German department, prevailed upon the authorities of Indiana University to also set aside a considerable sum for this purpose. With this fund Director Max Griebesch of the National German-American Teachers' Seminary was selected to conduct a six weeks' course and directed to employ with this fund sufficient

competent help to conduct three practice courses,—one for teachers of elementary German in the grades, one elementary and one second year class for high school teachers. Through the kindness of Rev. Burrows, Professor Vos also succeeded in renting temporarily a large dormitory, St. Margaret's Hall, as a German House for girls studying German. This is in brief the genesis of the movement which was first put into practical operation this summer.

The special work itself proved to be fully as interesting as the steps taken in launching the movement. Each day at 2 o'clock Prof. Griebisch conducted a class in methods of teaching German, in which text-books, methods, phonetics, etc., were fully treated in choice German lectures before some fifty teachers. By way of illustration numerous charts, readers and pedagogical literature were exhibited from the German Seminary at Milwaukee, which is richly equipped with all the apparatus of language instruction. Later, members of the class prepared papers upon special phases of language work, and the reading and discussion of these was most inspiring and suggestive, since a number of the class were grade and high school teachers, who had had practical experience in language teaching.

The observation classes, however, proved to be the greatest sensation. A mere description of them fails entirely to give an adequate impression of the importance of the work. One had to visit these classes, catch the fire of Prof. Griebisch's eye, share his kindly smile, watch the consuming energy of his whole being, and see the tense interest of pupils and observers alike.

The writer visited the first year high school class at 3 o'clock in the afternoon. Stationed in the center of the room were ten pupils of high school age while around the sides were grouped thirty or forty young German teachers, industriously observing and taking notes as Prof. Griebisch taught. One was struck by the fact that nearly all the instruction was in German; that free use was made of pictures and other objects, and that much stress was laid upon acquiring a good pronunciation and a considerable vocabulary, rather than upon systematic grammar. When a declension seemed necessary, Prof. Griebisch proceeded to develop it inductively in the most logical fashion. The class in the morning with primary people was said to be even more interesting.

After the high school pupils had gone, a round-table discussion followed, in which Prof. Griebisch accounted for every step taken, and there was a free discussion of the best method to follow in any given case. In the course of the discussion some expressed grave doubts as to their ability to employ a method of instruction, which required such a ready command of German. Prof. Griebisch, however, stated emphatically that they would have to make every effort to acquire a practical mastery of the language; that this method which requires the pupil to think and grasp the new foreign word immediately without translating is constantly growing in favor in this country and would soon predominate; that it was nothing more nor less than the so-called "direct method" made famous by Max Walter of Frankfurt, Germany, the first great progressive language teacher of modern times.

In this way ample provision was made for German pedagogy, but how did the social side of German life, the far-famed German "*Gemütlichkeit*," find its expression? This was provided for by the life at "Das Deutsche Haus" in St. Margaret's Hall. Here between twenty and thirty girls studying German were housed, and a few gentlemen, chiefly of the German faculty, went there to take their meals, at which German exclusively was spoken. Every evening after dinner German songs were practiced and it is safe to say that some thirty

new songs were learned. The weekly meetings of the German club, "Der Deutsche Sommerverein," were a special feature and particular effort was made to render the programs of the greatest practical benefit. Prominent attractions were Victrola concerts by German masters, numerous conversation games, parliamentary drills by Prof. Osthaus of the German department according to the latest Prussian usage, and occasional German lectures by Prof. Griebisch and others upon such subjects as "German Soldier Life" and "German Influence upon American Culture." At times also, typical German tramps were taken to various places of interest in the picturesque environs of Bloomington.

The results of this special German work were most apparent to the careful observer. In the first place, there was an increased attendance. For this Teachers' Training Course teachers and prospective teachers came, not only from Indiana, but from Ohio, Iowa and Kansas as well. Among these were quite a number who already spoke German with a fluency, sufficient to afford opportunities for conversation for the others, and to make possible the conducting of graduate work in German by the regular staff upon a higher plane. Secondly, there was developed an enthusiasm for all things German, and an "esprit de corps" such as the writer has never seen among grade and high school German teachers before. Thirdly, in addition to this new enthusiasm these young teachers now have a better understanding of their subject, and an improved, live method of presenting it. While it is true that their pupils, unless they later spend years of study or take a trip to Germany, may never attain a practical mastery of German, they will at least learn to read German correctly and understandingly without translating and will be in a position to appropriate the cultural values which Germany has to offer.

This is an age of new ideas, the spirit of progress is in the air, and this is nowhere more in evidence than in modern language instruction. It is unthinkable that modern language teachers will long be tolerated, who persist in teaching French and German according to Latin and Greek traditions. They must conform to new ideas or be broken. Most of them are only too glad to reform if they have a chance. Hence, it seems that in those states like Indiana, where the German element is yet strong, and where there is present the laudable ambition to preserve the spoken tongue as long as possible, and when this is no longer possible, to preserve the cultural values of German as a study and as a key to what is best in the world's thought and literature, that that sort of co-operation between the Germans of the state and the State University, which was followed this summer in Indiana, is most wise.

The writer has confidence that this is only the beginning of yet greater things to be realized in this strongly German state. Prosperous Germans can doubtless be persuaded to found a permanent "Deutsches Haus" as a hall of residence for girls at Indiana University making German their major or speaking it naturally. This building will contain a large hall for the regular meetings of the German club and will be equipped with piano, Victrola, German paintings and periodicals, in order that all that is dearest to the heart of a German may receive the proper attention and cultivation.

John A. Hess.

Univ. of Indiana, Bloomington.